

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.

Benchmark: 6.4

The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

Level 4 Exceeds Benchmark	The leader/leadership team intentionally includes plans for collaborative networks, at all levels in the school community with clearly delineated goals, objectives, assessment protocols and budgets. All networks are focused on advancing excellence across the school, including academic excellence and excellence in all school community life activity. These networks are established and supported with designated times and places (including online opportunities) for the work of the networks. Networks also share talent and ideas across the school community. The work and outcomes of the networks are shared with the full school community with collaboration at all levels within the school community to advance excellence. Often the concept is shared across a region of schools with networks developed for leaders and teacher leaders across schools.
Level 3 Fully Meets Benchmark	The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence. The leader/leadership team ensures that the school’s scheduling, budget and work demands support a culture of community and collaboration.
Level 2 Partially Meets Benchmark	The leader/leadership team provides vocal and other support to those networks created by small faculty groups in the school community but does not take the lead in establishing and sustaining networks. Growth of networks is supported and hoped for but not expected or prevalent throughout the school.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not take the lead in establishing and sustaining networks. No support is provided for those who set out to establish small working group networks. The school scheduling, budget and work demands do not support a culture of community and

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	collaboration.
Possible Sources of Evidence	<ul style="list-style-type: none">• Teacher and administrator collaborative network member lists and documents• Network organizational structure, mission, goals, objectives• Record of public recognition for networks• Budget allocations for networks• School schedule• Space allocation inside school building• Professional development network meeting plans and list of shared experts• Academic programming products of networks• Online network presence (Ning site, etc.)• Professional learning teams minutes, schedules and products etc.• Student outcome goals related to network• Regional network meeting schedule, mission, goals, vision, etc.